

# child study

By-lines

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CHILD STUDY readers have long been familiar with the name of ALINE B. AUERBACH as a member of the staff of the Child Study Association's Family Counseling Service, as author of several of the Association's publications, as contributor to the magazine and editor of its popular "Parents' Questions." Early this year Mrs. Auerbach became coordinator of the Leadership Training Program, the recently launched project for professional workers in the field of parent education.

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The cover photograph is by ELIZABETH HIBBS from Monkmeyer Press Photo Service.

# Mirror of our times

**T**his issue of CHILD STUDY is symptomatic of the world in which we live. No attempt is made, however, to describe all the outward evidences of today's conflict and confusion. It is not within the purview of the Child Study Association to provide political and economic diagnoses or to prescribe the cure for the brittle state of national and international affairs. This does not mean that we are not always aware of the outward forces that make difficult the inner serenity of family life.

While these pages offer no panacea, no promise of inner calm, they will, we hope, provide a sense of direction, a description of emotional climate, which he who reads with insight can make the basis of his own integration.

In the last issue of CHILD STUDY, Dr. Robert P. Knight reviewed brilliantly the distance we have traveled on the thorny path of human understanding in the years since World War I. In the perspective of history, the Child Study Association shares Dr. Knight's conviction that there has been progress in this area of knowledge which is of such primary importance to individual growth and the well-being of society.

Quite without our full awareness, anthropologists, psychiatrists, educators, and sociologists are coming to one basic common assumption. Philosophers and religious leaders have tried since time immemorial, and in various ways, to persuade men of its truth: love and trust, not hate and fear, release the human personality.

This generation is fortunate in having scientific evidence that the child, like the man—and society, like the individual—thrives on the intelligent expression of good will and respect, of consistency and interdependence. If we are not able always to give effective expression to our new knowledge in all relationships and areas of life, we can learn, if we will, to do so in our homes. Here again, we are more fortunate than our parents in the resources available to help us do what we want so much to do.

If this magazine brings to its readers some new understanding of the practices it sets forth, we believe that the mirror of the future will reflect greater health in human personality. This is our hope. While it represents only one of our many goals for the world of tomorrow, our constant concern is with children, and with the parents to whose care and love are entrusted the coming generation.

THE EDITORS

# What does a child need?

Love, consistency, control,  
and the freedom to become independent—  
in time of peace or of crisis, the answer is the same

By Aline B. Auerbach

**T**he present generation of young parents, having lived through a war that affected more families than any previously known to man, is bringing up its new generation of children in a continuing state of world-wide political tension. In this country there has been no relief from stress for over a decade, and anxiety about the future continues without end. Some parents are more acutely affected than others, depending on the extent to which their lives are being altered by mobilization for national defense either in the military services or in industry. All families today, whether they are directly involved or not, are living in a constant atmosphere of insecurity.

Some respond actively to this uncertainty; others seem to be impassive to it, either through a lack of real understanding or, perhaps more often, because they find its implications too painful to face. Mentally healthy, normal adults manage to live with these anxieties, neither pushing them out of their consciousness nor being so overcome by them that they cannot meet the requirements of reality. Actually for the most part, except for those directly involved, these war concerns are frequently submerged in the absorbing preoccupations of everyday living. Yet for all thoughtful people, the vague

but gnawing threat to individual, national, and world security cannot be ignored.

It is impossible to evaluate what effect this atmosphere of tension and insecurity has already had on the children who are growing up today. There has been much speculation as to how much it may account for current symptoms of emotional disturbance and instability, such as drug addiction and other forms of juvenile delinquency as well as many kinds of behavior difficulties, aggressiveness, eating and sleeping problems, and the like. Children with problems of all sorts are being brought in greater and greater numbers to social agencies, child guidance clinics, and the courts. It is hard to know whether this is because there are more disturbed children today or because parents and professional workers are more aware of the significance of children's behavior and therefore readier to use these services for prevention as well as cure.

There is even less clarity in understanding the comparative, historical significance of specific social and psychological factors in determining and precipitating symptomatic behavior. We have no sound studies set up under adequate controls which can tell us, for example, whether there is a greater amount of behavior

difficulty in children than there was ten years ago; or, if there is, how much of this can be attributed to external pressures. There seems to be some evidence to suggest, however, that the hoodlumism and irresponsibility characteristic of certain teen-age gangs may be an expression of the underlying restlessness of these adolescents and of their dissatisfaction with their own role in the world. It may also be that the behavior difficulties of very young children, such as sleep disturbances, seen in such large numbers by all pediatricians today, may be related to the tensions of the young parents and the many real and threatened changes in the course of these young families' lives.

The idea that children respond sensitively to the atmosphere around them is not new. It is, in fact, basic in modern psychological thinking and is considered especially important during the early years of childhood when the foundations of the personality are being laid.

What can we do, then, to minimize the effects of strain? And how can we not only strengthen our children to meet the tensions of a world anxious and waiting but also prepare them to cope with direct catastrophes should they occur? The answers are not easy, nor are they specific. But the experience of the last war has given us some clues.

#### **What we have learned**

In England it was found that the most serious threat to the psychological stability and mental development of young children was separation from their families. In the early days of mass evacuation from large cities and industrial centers, the first thought was for the physical safety of the children. It was soon realized, however, that the high incidence of behavior difficulties in children away from home showed the extent to which they were emotionally disturbed. In time, many of them were returned to their families, where they seemed psychologically more secure even though surrounded by bombing and destruction.

Anna Freud and Dorothy Burlingham, in their important study *War and Children* (published in 1943), commented on the lack of traumatic shock observed in children who had been through air raids and bombing, in many

cases repeatedly. "If these bombing incidents occur when small children are in the care either of their own mother or a familiar mother substitute," they wrote, "they do not seem to be particularly affected by them. Their experience remains an accident, in line with other accidents of childhood. . . . It is a widely different matter when children, during an experience of this kind, are separated from or even lose their parents." In their work with young children in the Hampstead Nurseries throughout the war years, they continued to study "the effect, not merely of the shock of being separated from the family, but of the lack of continuous emotional contact between the infant and his parents with the subsequent absence of the specific formative influence inherent in the family tie," which they reported in *Infants Without Families* (published in 1944).

Their brilliant work substantiated the findings of other studies. All of them have emphasized the need to maintain the basic elements of ordinary home life in time of stress, if at all possible, since nothing else can provide young children with the continuous relationships that are essential to their emotional growth.

Psychological studies in this country and abroad have pointed toward other conclusions that suggest some answers to our basic question. Both in the armed services and in civilian life it was found that the individuals best able to meet hardships and crises were those whose personalities had been the most stable and were most wholesomely developed. Conversely, many of those who broke down under strain had already shown signs of psychological and emotional difficulty in the ordinary course of their daily lives. The answer is obvious: In order to meet whatever comes their way, children must be healthy, satisfied individuals who adjust reasonably well to the normal demands of family and community life.

We are faced, then, with the responsibility of using all our resources and of drawing on the best of our knowledge of child development and mental health so that our children may be helped to grow to their psychological fulfillment and emotional strength. This is a large order; but it is, after all, only what we are trying to achieve for our children at all times.

What does this mean, specifically, in the small, day-by-day happenings out of which children's lives are made? What do children need from us to help them on their way? Again the answers are found in general terms, but they cover very real feelings expressed in concrete happenings. These terms are often loosely used, so that parents have become confused as to what they actually mean.

### *The basic need is love*

The first of these terms is *love*. Beyond a doubt, children need love over and above everything else. They need it just as they need food and shelter and sunshine. Out of love parents gain strength and wisdom for their children's needs. Ideally love is the selfless outpouring of feeling that expresses itself in deep concern for another's well-being. Yet from individual to individual, it varies endlessly in degree and in kind, and it expresses itself in many ways.

For parents, love means primarily the feelings of closeness and affection. They are relieved that the stress now laid on a child's need for love gives them the right to express their affection as they wish. Without feeling guilty that they may be "spoiling" him, they may cuddle and hold a child when he seems to want it. Spontaneous expressions of this kind strengthen the tie between parent and child; through them the adults satisfy an important need within themselves while the child gains security and comfort from their physical closeness. In fact, through these early experiences a child learns what it is to be loved and therefore, as he grows older, is able to love in return. Babies who have had little petting often grow to be quite self-centered children, unable to feel or show affection toward others.

On the whole, demonstrations of affection need not tie a child too closely to his parents, as was formerly feared. In the normal course of events parents recognize that the physical expression of their feelings should taper off as the child grows through the nursery years. He will show them when he has had enough by being restless or by pushing them aside. Yet there will be times when they will want to pick him up to soothe a banged knee or hurt feelings for several years to come, and they will continue

quite naturally to give him a warm hug or friendly pat on the shoulder as the occasion warrants.

Not all parents, however, are able to express their feelings with equal freedom. Moreover, they do not all have these feelings to the same degree. David M. Levy has pointed out that there is a wide range in the amount of maternal feeling in women; some naturally respond much more intensely than others. This concept is reassuring to mothers who know that children need to be loved and who are at the same time aware that they do not feel as actively toward their children as others seem to. When they stop measuring themselves against an ideal that is unreal for them, they are more free to behave toward their children in as loving a way as is in keeping with their own make-up.

And no one can feel loving all the time. Personal pressures and the many irritations of everyday living inevitably bring moments of impatience and annoyance to everyone. It is the basic relationship that is important.

The love that all children need is more than close physical contact. It is also tenderness, which carries with it an aware consideration of the feelings and gropings of others. It means that parents keep a third ear constantly open for what their children are telling them, in words and without words. And it implies a constant support, the continuous relationship Anna Freud and others have stressed as being so essential.

In his recent book, *Childhood and Society*, Erik H. Erikson describes the basic sense of trust that it is so essential for a child to develop in his first years, and on which he builds later—trust of his parents, of the world around him, and ultimately of himself. This too grows out of love, out of the parents' devotion and consideration for the child, out of their trust in him. Parents who do not have trust in themselves cannot have trust and faith in a child, in his right to be himself, in his fundamental worth as an individual.

All too often these parents are themselves the tragic products of unhappy, unsatisfied childhood; it is difficult for them to give what they have not experienced. The chain from genera-

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A child's reactions to the world  
reflect the emotional climate of his own  
small world of home

# Families under world tensions

By John Bowlby, M.D. and Robert Tod

However threatening the international situation may appear, it is probable that such imponderable forces have little effect upon young children except through their parents. For the young child the important and meaningful world is his own immediate family. Children's basic human needs are of peace.

The baby's first need is for the love and protection of his mother or of the person who acts to him as a mother. This intimate world is then widened to include father and brothers and sisters, and then grandparents and friends. If the primary relationship has been happy and secure, the growing baby tends to carry it over later to those outside. In the same way, later relationships will reflect earlier attitudes of distrust and anxiety. The child from the happy home meets his teacher and schoolmates with trust and confidence, and therefore gets along well at school. The adult with an experience of warm, confident relationships in childhood gets along more easily both with his superiors and with his subordinates at work. Any prevailing unrest or anxiety has the most unsettling impact upon the adult for whom it is a repetition of childhood disturbances.

## *The roles of fantasy and reality*

In the present world atmosphere of apprehension and anxiety, psychological factors are closely intermingled with reality ones. It seems likely that the current external threats and internal conflicts in Western society present a different appearance according to the side of the Atlantic from which they are viewed. For

instance, it may be that although the air raids endured in Great Britain give substance to British fears of the future, at the same time they limit the extent of apprehension. Unchecked by actual experience, fantasies may run wild.

The child's reaction to external psychological forces reflects that of his parents. Parents who are swept away by the prevailing winds of anxiety and fear, and who adopt the current modes of expressing hostility, can expect their children to absorb some of their own anxiety and aggressiveness. It was an observation of clinical practice in Great Britain during World War II that children who showed the greatest signs of strain after air raids were those who had reacted to the anxiety or terror shown by their parents while the bombs were falling. Similarly, boys and girls who show strain today are likely to be the children of parents who are most sensitive to present-day tensions.

However successful a parent may be in withstanding the anxiety caused by the external threats to his own community, however calm an atmosphere he may provide for his family, certain situations threaten the security and cohesion of the family itself. The mobilization of the father or his absence from home on defense work removes one of the vital components of the family. Preparation for war often requires that mothers work in industry, with consequent disrupting effects upon the family. Moving the family to be near the father may impose additional strains upon its members. The insecurity felt by young people in times of tension is frequently met by early and hasty mar-

riage—an evidence of the universal need for closer personal relationships in the face of aggression and fear.

### *When Father goes away*

In Western civilization the father plays an essential role in the family. He is not only the primary economic provider but also his wife's marriage partner and her companion in parenthood. The absence of the father from home imposes a great strain on the marriage relationship, and in some cases this absence in itself is sufficient to cause a break-up of the family. There are greatly increased opportunities to be unfaithful, and in many cases infidelity follows the physical separation of husband and wife. In other cases the partially unrecognized desire of each partner for sexual satisfaction is projected upon the other partner and gives rise to suspicions of infidelity which may be baseless in reality.

After a long absence, a father's return can have other disturbing consequences. The long separation can cause the father and mother to grow apart, each developing in isolation from the other. Those fathers who thought they could resume their accustomed places without making any adjustments encountered the most difficulties. Often it was necessary for the husband to repeat the premarital pattern of courtship and wooing in order to reestablish the marriage on a basis of feeling.

The father's absence is also likely to have an adverse effect upon the children. For them the father is the immediate representation of masculinity; his presence at home provides a pattern of marriage which the children unconsciously emulate. In a family without a father, the little girl has no one to whom she can express her feminine traits and the little boy no male figure with whom to identify himself. The mother, too, must adopt a new role. She has to perform many of the functions formerly exercised by the father. If she gets satisfaction from these responsibilities, she may find it hard to relinquish them when the father returns.

When the father is away from home, the mother's relationship to her children may alter. She may tend to take her eldest child into her confidence to a much greater degree than for-

merly; much of her affection for the father may be displaced upon the eldest child, particularly a boy. During the war, many a mother took a child, often a son, into her own bed. It is easy to understand how a hostile relationship between father and child could arise when the child was subsequently sent back to his own room on the father's return.

The father who returned to a family where relationships between mother and children had become intense inevitably felt rejected by his wife and jealous of his own children. The children resented the intrusion of a man who seemed to them almost a stranger. A father who tried to meet such a situation by asserting his position as head of the family and treating the children with severity might aggravate the hostility. Thus the return of the father often precipitated some behavior problem in a child; and, as would be expected, it was usually the boy who suffered most.

The case of eight-year-old John is an example of this situation. John was born shortly before his father was called into service. The baby was then sent away from London with his mother, and his crib was set up in her room. When John outgrew the crib, his mother took him into bed with her; and there he slept for two years until shortly before his father's return. Then John was moved into a room of his own. Soon afterward he began to walk in his sleep to his mother's bed. This was why he was brought to the clinic. Before he was examined, however, the mother had moved his bed into her room; and the sleepwalking had almost ceased. The sleepwalking expressed John's unconscious need to return to the close and intimate relationship he had had with his mother. It is probable, too, that the mother had unconsciously turned much of her love toward her son and, having difficulty in establishing a mature relationship with her husband, longed to resume the less exacting relation with her son. Treatment of this case involved helping the mother to recognize her contribution to her son's symptom sufficiently to relinquish him so that he could sleep untroubled in his own room, and helping the boy to tolerate the status of his own father in relation to his mother.

To be sure, a father's absence from home

need not necessarily have the effects described here. Although the separation is certain to cause emotional strain on everybody concerned, parents who are able to deal honestly with the reality of the situation can reduce the impact. Thousands of couples proved this during the past war.

A fundamentally good relationship between husband and wife can provide the base on which to build. Frequent letters containing news of daily life serve to make the separation less complete. When the wife is kept informed of her husband's activities, in so far as military security permits, and the husband shares, via the mails, in the happenings at home, in the growth and development of the children, in the intimate details of family affairs, the readjustment later on is not so difficult. Those who are able to write of their love, even of their loneliness, to their marriage partners give reassurance and strength. Telephone calls and leaves, when the husband has not been sent overseas, frequent photographs, suitable gifts on family anniversaries, boxes from home and souvenirs from far places—many small touches help to keep the relationship understanding and alive. Some good relationships between husbands and wives have become even better and more profound from the partners having shared in discovering what it was like to be separated, and in having been of mutual support.

The anxieties of the children can be relieved to some degree, at least, by some of the same methods. When their father writes to them, sends them small gifts occasionally, speaks to them on the telephone now and then, and when their mother reads to them from her husband's letters, asks what messages the children want her to send when she writes, speaks of the fun and excursions they'll have when their father comes home, the father remains a very real part of the household. A small girl may not be able to practice her feminine arts on her father, but a grandfather or an uncle or a family friend can serve as a substitute. Stories of the father's achievements can give a small boy someone to emulate, and a friendly uncle can provide occasional male companionship. Although the children cannot actually observe a pattern of marriage, they can sense it, even

when the father is absent for long periods, if the feeling between their parents is genuinely warm and rich.

### *When Mother goes out to work*

When the father of the family is away, the children have increased need for the security of the mother's presence. It is at this time, however, that many mothers find it necessary to seek employment in order to increase the family income. In time of mobilization and war, too, there is greater demand for womanpower to replace the men now in the armed forces. Women who have found it hard to accept their maternal role, and who have unconsciously wished to emulate their husbands in their work, are the ones most likely to respond to this demand.

Up to the age of three or three and a half, a child needs the company and security of his mother; if thrust too early into the company of his own age group in a day nursery for long periods, he may react either with dependency and clinging or with hostility and aggressiveness. Children of mothers who resent their maternal role are likely to be the ones most adversely affected. Three- to four-year-olds usually take to a day nursery or a nursery school if the introduction is made gradually, at first perhaps for mornings only and later for afternoons as well. In any planning for the use of womanpower in times of preparation for war, the mothers of preschool children should be called upon only as a last resource.

Special planning is necessary when the mother of a school child works outside the home. It is important that the child of ten or younger have his mother at home when he is there. He feels more secure when she can see him off to school, welcome him home, give him his evening meal, be with him at bedtime. The mother should try to adapt her working hours accordingly or at least to provide for some motherly person to be with the child at such times when she cannot be with him.

There are, of course, many individual variations in the age at which a child is self-sufficient enough to accept more independence. In general, however, children over the age of ten

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# Childhood fears today

An eminent psychiatrist discusses the  
difference between normal  
and excessive fears

Childhood fears are seldom, if ever, considered to be desirable in any way, shape, or form. They are regarded as useless, harmful, and utterly undesirable manifestations that should always be completely eradicated. It is usually assumed that most difficulties would not arise if such a thing as fear did not exist. But what would be the consequences of complete absence of fear? It is extremely difficult to imagine how a person with no fear would experience life. Actually I don't know of any psychiatric case record of a person with a complete congenital absence of fear.

There is, however, an interesting analogy. I've recently read about the case of a twenty-two-year-old woman who had no sensation of pain. At first thought that may seem to be a wonderful life—no headaches, no distress from dentists' drills, no pain from relatively minor infections that ordinarily cause exquisite pain. But pain, unpleasant though it may be, is usually the first and quickest warning that something is wrong and that some part of the body requires medical treatment. The history of the twenty-two-year-old girl was fantastically full of injuries, infections, burns, and illness which others would have detected promptly because of the pain, but which this young woman discovered only when she or someone else happened to see the effects, or after the injury or illness had progressed to a dangerous stage. She had lost the first line of defense—the warning of danger.

Fear, like pain, is a signal of danger—danger that may exist in reality in our environment,

or danger that we may feel or sense to exist within us. In other words, as Freud formulated the concept in 1926, anxiety is a signal of a danger that may lead to the development of repression.

Although you have probably not given much thought to the desirability of fears, I suspect that you have nevertheless acted on that very basis. In bringing up your children, you've purposefully inculcated various fears—the fear of being burned, of being cut, of falling from high, unguarded places, of being hit by automobiles. If you bring up a child in a large city, you teach him about a number of specific dangers related to high apartment windows, unpredictable street traffic, rushing subway trains, etc. In country areas, the dangers are different—rattlesnakes, being lost in undeveloped woodlands, drowning in a lake. Then there are other things to beware of—eating injurious substances, catching communicable diseases.

By no means can we praise fear and anxiety as a boon to mankind. I am deeply convinced that *excessive fear and anxiety constitute the greatest scourge of mankind. But complete absence of fear is incompatible with life.* So do not blame yourselves when some is present in you or in your children.

You may question the idea of purposely inculcating fears of being burned or cut, of falling, of being poisoned. You might say that the idea is not to frighten the child about such things, but to keep him away from the dangers while he is too young to understand them and later, when he can understand, to teach him

how to handle them. True enough, *it is not fear that one seeks to foster, but the capacity to deal with dangers and to differentiate between real and illusory dangers.*

The fears that I have mentioned are not necessary or inevitable, but each one is directly related to an inevitable danger. A normal fear that is a signal of danger, whether from without or from within, is a protective device of nature; it cannot and should not be eradicated. It is the excessive fears that one seeks to eliminate or to diminish, those whose intensity is out of all proportion to the degree of the reality danger, those that exist when actual danger is not present at all. There are several basic causes for excessive fear in children.

#### ***What the child is born with***

What is the constitutional or inborn equipment of the child? This is perhaps the most difficult question because we know least about it. After a long period of attributing all personality and behavior reactions to heredity, many psychiatrists swung sharply in the opposite direction. With profound neglect for matters of inheritance, they regarded all changes and differences as responses to environmental conditions. Intensive studies of newborn infants and of their growth and development have indicated that people do vary, even at birth, in their behavioral, emotional, and temperamental capacities and reactions. Certainly, a child who is born with less mature development and less efficient functioning of certain organ systems has greater difficulty in coping with ordinary problems of living, and may run into a series of crises if additional strains occur. A child who is constitutionally overactive lives a different life from the underactive child, and is likely to arouse in his parents a completely divergent set of emotional reactions. He naturally gets into more dangerous situations more quickly than the underactive child, and requires a different kind of understanding and resourcefulness from his parents. The parents themselves may be temperamentally better equipped to handle one than the other, without necessarily having greater or less love for either.

Children differ greatly in their inborn sensitivity to different kinds of sensory stimuli.

One child may be extremely sensitive to sounds, for instance, and react with intense fear to loud noises, whereas another child scarcely notices them.

A fascinating example of the importance of sensorial differences—seldom found in the psychiatric literature—is provided in observations of a pair of twins reported by Margaret Lowenfeld. One twin, exquisitely sensitive to sound, was not particularly sensitive to touch. The other twin was sensitive to touch “but not particularly attentive to aural impressions.” The mother “had very good hands, was a skillful and tender mother, and gave the twins the kind of mothering that infants need.” The sound of her voice, however, was unusually harsh and unpleasant. The second twin did very well. The mother’s ability to handle him in a responsive, reassuring manner satisfied the specific needs that stemmed from his special sensitivity to touch. But the child who was extremely sensitive to sound did not fare so well. The strident quality of the mother’s voice caused continual pain and anxiety. In addition, confusion and conflict resulted from the fact that the child’s main source of security and comfort, his mother, was also the source of constant distress and discomfort. When seen by the psychiatrist, he had as a defense measure gone into a state of withdrawal.

It is unusual to find instances in which the differences in sensory sensitivity, and their effects, are as clearly and dramatically demonstrated. These variations may, of course, occur in the response to sound, sight, touch, temperature; in the sense of equilibrium; or in the erotic responses. Although we have little exact knowledge about these differences in early infancy, I feel that they constitute an important contribution to the presence or absence of fears in early childhood.

#### ***The balance between dangers and ability to handle them***

The second basic factor in childhood fears has to do with the relative balance between the severity of dangers and the child’s capacity to cope with them. Parents strive to encourage their child’s attempts to master new movements, new activities, and new situations. At

the same time, they make every effort to provide the child with an environment that is as free as possible of unnecessary man-made dangers, such as sharp instruments, gas jets, mechanical and electrical apparatus, lighted candles and cigarettes, and little rugs that slip and trip; and of the other kind of man-made dangers, those special articles that are not dangers to, but are endangered by the unsteady little explorer—fragile furniture coverings, glossy wood finishes, valuable plates and lamps.

The child naturally experiences plenty of minor dangers, deprivations, and frustrations; plenty of tumbling and toppling from various angles and small heights by which he learns gradually what it means to fall, to get bumped, and to be scratched and cut. He doesn't need any help from the complex appurtenances of our civilized, mechanical age. As he masters the smaller dangers and stresses, and acquires better balance and coordination and increased self-confidence, he becomes better able to deal with situations that previously would have overwhelmed him. Of course, parents can't completely control the child's environment. An overly intense and compulsive effort to do so actually indicates overanxiety on their part. It also deprives the child of the opportunity to become prepared for difficulties through a long, slow series of graduated doses.

This general heading includes incidental or unexpected pressures and stresses, unavoidable deprivations and threats, including the greatest danger of all—the loss or threat of loss of those who protect and care for him. Of course not all of the dangers, stresses, and frightening stimuli are of an external nature. In fact, those which arise within the child in the course of his growth and development are ultimately the most decisive and the most difficult to control.

The very young infant who is not fed is a simple and primitive example of painful and frightening stimuli from within. Whether it be through neglect, or as a result of illness, or for any other reason, he is faced with a situation that can serve as a potent basis for fear or rage, or probably both. He only knows that he has painful feelings about which he can do nothing. In an older child, accumulations of repressed resentment or rage may grow and grow; yet he

is forbidden any expression or action based on these feelings. Whether or not the child is consciously aware of it, his own guilt feelings play an increasingly important role in restraining his unacceptable and dangerous hostile impulses and wishes. The very intensity of his rage and the expectation of a correspondingly intense and catastrophic retaliation may frighten him. Sometimes he may give vent to deeply repressed rage. But often, just when the rage threatens to erupt, it is forestalled by anxiety and fear—the signal of danger, in this instance a danger from within. Obviously the dangers from within are more complex, less palpable, and less visible than the external dangers.

### *Family relationships*

The third basic factor with regard to excessive fears is the emotional climate of the home—the personal interrelationships in the family. First comes the question of whether the child's immediate environment offers a sense of security or an atmosphere of tension and anxiety. It almost seems that the child breathes in the very atmosphere of the home, and thereby acquires a considerable measure of either security or insecurity which appears so often to be the decisive factor in his experiences and struggles. A child learns by example, by identification and imitation, rather than by instruction. He adopts the relatively unafraid and secure attitudes, activities, and even speech and mannerisms of the adults around him, or he adopts their anxieties and tensions.

His parents' understanding, their sensitivity to his needs, is a vital factor. Sheer intellectual knowledge of the principles and practices of child guidance is not enough. No matter how well memorized or learned, no amount of knowledge of the literature can help a father or a mother in handling a child if there is not a keen sensitivity to that child's feelings, to his fears, wishes, angers which may be expressed very indirectly, if at all.

Emotional warmth is as important as physical warmth. Love and affection are as important as food; in the language of the unconscious they are equivalent. It is true that in the past there were confusing and conflicting ideas as to

*Continued on page 24*

# From a counselor's notebook

This story of a frightened boy is adapted from a situation  
treated by the Family Counseling Service  
of the Child Study Association

**F**or two years Mrs. J. had been increasingly troubled about her son. Allen was lethargic and played almost exclusively with one little boy, intelligent but passive. He daydreamed. He did poor schoolwork. He was terrified by the air raid drills at school and by the sound of airplanes, especially jets. Recently he had refused opportunities to go to the movies, especially to see Westerns which had been his favorites. When Allen forged his mother's signature on a report card, Mrs. J. sought help from the Family Counseling Service of the Child Study Association.

Indeed, her anxiety was quite out of proportion to the seriousness of the incident. Over a number of months, together with the counselor, she explored the source of this anxiety, and came to understand why her ten-year-old son had become so disturbed.

## *Allen's early years*

Until he was seven, Allen appeared to be very well adjusted. Except for infant colic, he presented no problems as a baby. Mrs. J. was delighted with his independence. Not only did he walk and talk early; when he was only a year old he insisted on feeding himself, and at three he was dressing himself. It was when he was about three that he had a tonsillectomy; and though this necessitated his staying overnight in the hospital without his mother, he made no protest. At five, again hospitalized with an appendectomy, Allen would remind his parents that visiting hour was over and it

was time for them to leave him. At six, he insisted on going away to summer camp. His parents seemed to find the parting harder than he. Allen had a wonderful summer, and came home brown and lean. When he entered first grade that fall, his mother felt she had every reason to congratulate herself on his fine adjustment. But she was troubled by the fact that he continued to suck his thumb as he went off to sleep.

It was during that first year at school that Allen's tendency to overeat and to daydream first appeared. Although he had another fine summer at camp when he was seven, by the following winter he was conspicuously not the happy, independent little boy he had been.

## *Allen's parents*

Mrs. J. has a friendly manner, a high degree of intelligence, and a keen sense of humor. She met her husband when she was in her early twenties; he was six years older. They were attracted to each other immediately. Both handsome people, with a good deal of personal charm, their personalities in many ways supplemented each other's psychological needs. There were times, however, when Mrs. J., self-confident, a former bookkeeper with a good deal of drive and energy, was annoyed at her husband's lack of drive. For several years their marriage was a very happy one. They shared a wish for children, and were delighted when Allen was born three years after their wedding.

Mrs. J. was the oldest of four girls. Jean, eighteen months younger than she, seemed to

epitomize everything lovely and feminine. Mrs. J. resented her. She felt awkward and homely in comparison. This feeling became accentuated in her adolescence when she was tall for her age and overweight, and had severe acne. Mrs. J. was often in trouble both at home and in school. She would get A's in her studies and D in conduct. Unable to compete with her sister's feminine charms, she became the aggressive tomboy who later stressed the superiority of her own brains, ability, and independence.

As a child, Mrs. J. felt close to no one in her family. Her mother was ill a great deal, which put a heavy burden of responsibility on Mrs. J. as the oldest daughter. Mrs. J. resented this as well as the fact that she could not confide in her mother, who would repeat her confidences to her father, a stern disciplinarian. By her late teens, her family came to lean on her strength and resourcefulness. It was then, too, that her father began to discuss his business affairs with her. This gave her a sense, perhaps for the first time, of having an important place in the family.

Mr. J. was the youngest of four children. The oldest was a boy, and there were two girls. The father died when Mr. J. was in college; Mr. J. had never had much contact with him. But he was warmly attached to his mother, a beautiful woman who, neglected by her husband, turned to her sons for emotional satisfaction. Fortunately for Mr. J., his brother bore the main brunt of this, with the tie to his mother so close that he never married. She was a strong, domineering woman, who encouraged both sons to bring all their problems and decisions to her. Mr. J. worked during all his high-school and college years, but he never had any responsibility for the money he earned. It was immediately handed over to his mother, who doled out small amounts of spending money. This continued even after he finished college and went to work; his mother kept some of the money for Mr. J.'s board and room, and banked the remainder for him.

#### ***Business troubles***

At the time of his marriage, Mr. J. was working for an uncle who owned a successful printing plant which Mr. J. was being groomed

to take over eventually. While there were disadvantages in working for this rather difficult boss, the future appeared to be financially secure.

But Mr. J. became increasingly irked with his uncle and impatient with him for refusing to buy new type faces and modernize the composing room. Finally, Mr. J. decided to go into business for himself. Although he knew the business thoroughly and was an excellent salesman, his wife questioned the wisdom of the move; she felt that her husband lacked the organizing ability to run his own business. Buying a plant involved heavy debts, to family and friends as well as to the bank.

All went well at first, and there were plenty of accounts. But, as his wife had feared, Mr. J. couldn't manage the plant efficiently. He lost customers because he was unable to deliver orders when promised. On the defensive with his wife, reluctant to admit to her how badly business was falling off and debts piling up, he continued to give her the usual generous household allowance. He continued, too, to lend money to family and friends in need. Normally easy-going, Mr. J. became irritable and sensitive to the point where this heretofore congenial couple quarreled bitterly and often; there were days when they scarcely spoke to each other. This had been going on since Allen was about six years old.

Finally, a year before Mrs. J. came to the Family Counseling Service, with creditors clamoring for their money and the bank refusing to extend the loan, Mr. J. faced bankruptcy. When he finally told his wife, her first reaction, intensified by her resentment at having been excluded from his affairs, was that he was a weakling, that he had failed her.

But before long she was trying to figure out what to do about the situation. She cut household expenses drastically. She marshaled her very real strength and business ability to help her husband through this crisis. She persuaded the creditors to postpone court action and the bank to extend the loan. She went to the office every day. She put the books in order and collected long-overdue payments from customers. This freed Mr. J.'s energies, dissipated by worry and the struggle to manage the business,

for the work in which he did excel—the technical problems and the soliciting of new orders. Working closely together, Mr. and Mrs. J. made rapid progress toward paying off the debts. In another two or three years they expected to be in the clear.

Mrs. J. usually got home at five-thirty or six after a long day at the office. But she thought of her son, always so independent, as quite able to get along without her. She saw little of him, anyway, until he came in at five o'clock to do his homework before dinner. If he needed anything, he could always call on Mrs. J.'s sister who lived in the neighborhood.

### *The effects on Allen*

It was true that Allen had been an unusually independent child. Intuitive, as children are, he had sensed that this pleased his mother. The genuine warmth of his parents' love for him, and their pride in his achievements, had been compensation for his self-imposed pressure to be strong and courageous. Because his parents' emotional needs had been satisfied by their own relationship, their love for their son had been easy and undemanding.

But all this changed. Not only was this sensitive little boy well aware of the increasing tension between his parents, but they had both become remote and irritable with him. Although in the past he had dashed home, dropped his books, and gone off with his friends, it had meant a great deal to him to know that his mother was there when he needed her. More than his parents' physical presence, he missed the sense of their support and approval.

Between six and ten or eleven, boys and girls normally are learning to get along with other children their own age and sex. Uncertain of himself as an individual, the insecure child may avoid group participation as a threat to his identity. Allen had made many friends in kindergarten and camp, but in his first years at school he could make friends only with one withdrawn young neighbor. Feeling excluded by his parents, he sought substitute gratifications in overeating. Through daydreams he tried to escape from his conflicts and confusions.

Mrs. J., fatigued by office plus household work, anxious about debts, feeling that she

must devote herself to helping her husband, was baffled and angry at her son's inexplicable change. She felt that he was letting her down. The boy sensed this; but the more anxious and guilty he felt, the more compelled he was to act in ways his mother didn't approve of. She was annoyed by his poor schoolwork; so when he received a report that brought out even more clearly his inability to concentrate, he forged her signature rather than risk her anger and disappointment.

### *How Allen was helped*

In the early interviews Mrs. J. was obviously angry with her husband for causing such difficulties for the family. At first she could see no excuse for his managing his business so badly. As she began to see that it was his inexperience with money that had made him so inept about it, and that it was because of his earlier dependence on his mother that he needed a strong woman like herself to lean on, she became more understanding. In a surprisingly short time their former harmonious relationship was re-established.

It seemed likely, however, that some of her hostility had been displaced onto Allen, for her anger toward him took much longer to dissipate. She was so troubled by her irritation not only with his more obvious symptoms of maladjustment but with trivial mannerisms, that she began to wonder whether her relationship with her son was a good one. Mr. J. considered Allen handsome, but Mrs. J. could not see this. She had wanted her son to resemble her husband, but everyone agreed he looked like her. This brought out her own identification with her son, identification strengthened in the past year or two by his overweight and his general maladjustment. Memories of her own childhood guilt feelings came to the surface; and this helped her to see that her recent feelings toward her son reflected her girlhood fears that she was unattractive and unloved, and that her father's talking over his business affairs with her indicated that he wished she were a boy. Talking all this out with the counselor helped to relieve the tension.

After reading the Child Study pamphlet on

*Continued on page 29*



# Parents' questions

Aline B. Auerbach, editor

These questions are selected and discussed  
by the Child Study Association staff,  
and the answers written by its various members

*My husband has recently been called back into military service. It seems likely that he will be moved around the country instead of being stationed at one army post. Of course there's always the possibility that he'll be sent overseas. Naturally we want to be together as much and as long as possible, but we feel we must consider our year-old son. I'm advised by some that life at an army post is hard on young children and that moving them about shatters their feeling of security. My parents offer the baby and me a home where we'd be very comfortable. Under the circumstances, what is the best choice for our child?* MRS. D.H.

Since you and your husband want to be together as long as possible, by all means go with him. This may call for difficult adjustments. Each couple must be the judge of whether they are too difficult. But if you can take them in stride, then certainly your child can.

A child's "feeling of security" depends far more on forces inside the family than on outside circumstances. The years just ahead are important ones in your son's life—important, too, for your relationship with your husband. The child needs his father as a real and tangible person for as long as possible. He needs a mother whom he sees as a wife as well as a mother. This is the pattern for sound home

life; the longer a child can have it, the better.

Limited quarters, frequent moves, long hours of travel, new places and faces aren't necessarily hard on children. For them home is, first and foremost, where their parents are. Take along with you the more important of your child's familiar possessions—perhaps his crib and carriage, toys that he loves, the blanket that he's used to going to sleep with. In new quarters you may be able to set them up in about the same way he's used to having them so that his new surroundings will seem familiar. Of course don't leave him with strange sitters or anyone else until he acquires a thoroughly "at home" feeling and has completely accepted the new person. There are excellent pamphlets available on traveling by car or train with small children—the equipment you'll need, practical ways of packing it, etc.

Wherever you go you'll probably find lots of other young couples who have the same problems that you have. As near neighbors, you'll help each other out and share work and leisure as perhaps you never have before and never will again. Though you'll be glad to resume normal civilian life when the time comes, the chances are that, looking back, you and your husband will say of army life, "... But we got a good deal out of it."

*My husband was called back into the Navy two months ago. Although we have enough money for the necessities, our income is considerably reduced; I do have to manage on a tight budget. Now that my husband has gone away, housework, which I enjoyed before, seems meaningless, and I am becoming tense and irritable with my children. I could return to an office job not too far from home. My mother,*

*who lives near-by, is willing to care for the children after school, and they enjoy being with her.*

*I see little of Johnny, my eight-year-old, after school, anyway. He rushes in for a cookie and a glass of milk, and is off with his pals. Jimmy, four, is in nursery school until three o'clock. He loves it, but he is delighted to see me when I call for him.* MRS. S.M.D.

Your decision is a difficult one. Of course you miss your husband, and it is quite understandable that you find domesticity less satisfying and meaningful in his absence. A reduced income, even though it covers the necessities, does mean extra strain, and may make you feel more confined and restricted.

It is good that Jimmy has adjusted so well to nursery school. But at four a child has achieved only partial independence from the close tie to his mother that is characteristic of two- and three-year-olds; at this period nothing is so important to him as the feeling of being appreciated and loved by his parents, and especially by his mother. The need for approval is likely to be intensified by his father's absence. The fantasy life of a four-year-old is strong, and since this is a period when a little boy is struggling to master the conflict between his love for his father and his hostility, he may feel vaguely as though he has driven his father away—and fearful lest his mother blame him, and love him less.

Johnny, at eight, can accept more realistically the necessity for his father's absence, and can share in the pride of his service to his country. At this time, Johnny is turning from the close attachments of home and family to the wider world of school and playmates. But when the going gets tough, he too needs the assurance that he can count on his mother for support and understanding. This is basically more important to him than whether he has that two-wheel bike he's been clamoring for.

Yes, Johnny and Jimmy still need you, and their grandmother cannot entirely meet that need. Yet your own feelings must be taken into account, too. Actually the amount of time you spend with your children is not as important as the quality of that time. It is far better to

greet them at five o'clock with warmth and a renewed zest for meeting their needs and problems than at three with tension and irritability just below the surface. The amount of good mothering need not be measured in hours, but rather in understanding, warmth, awareness of your children's needs, and pleasure in their company. Your problem is to decide whether you will be emotionally and physically able to meet your children's needs more adequately if you take that job.

*How much can one—or should one—explain to an eight-year-old about the threatening world situation? My little girl hears the adult talk and radio newscasts about war and atom bombs. She asks questions which show that she is vaguely troubled. I don't know if she'd be more frightened or less if she knew that adults are frightened too, and why.* MRS. S. R. P.

It certainly is best to answer your daughter's questions as well as you can within the limits of what she can understand. Not to talk about the matter at all may make her more uneasy, since that might suggest that you are concealing some alarming thing.

What you say will, of course, be less important than how you feel. Each of us has to come to terms with his own fears. We needn't try to pretend that these particular fears aren't real and justified. But there's a great difference between fear and crippling anxiety. We live in a dangerous world, yet most of us have learned to go about the ordinary business of living, doing what we can to avert dangers and meeting crises when they come.

To feel totally secure in the present world situation may be impossible. But strength and a certain steadiness can come from knowing that we are doing what we can to avert war. If you yourself are joining in community efforts, and actively supporting others who are working for a peaceful world, your little girl will be likely to catch the contagion of your hope that catastrophe is not inevitable. Your actions and your attitude will be more reassuring to her than any explanations.

*Continued on page 27*



## Book reviews

### *Childhood and Society.*

By Erik H. Erikson.

New York: W. W. Norton, 1950. 397 pp.  
\$4.75.

*Childhood and Society* is an ambitious synthesis of clinical data and theory from psychology, psychoanalysis, anthropology, sociology, and political history which results in a statement about the interplay of personal and social patterns of behavior. This presentation has been possible because it is admittedly subjective.

The essential thesis, which leans heavily upon field theory, is that the human organism is at once a physical, psychological, and social unit and that no change can affect any single aspect of it alone. The content ranges from discussions of individual pathology to cultural values, and in the final pages an internal coherence emerges. Erikson's aim has been to show "the fateful function of childhood in the fabric of society." He defines a connection between infantile anxiety about body integrity and adult anxiety about social fitness, and his plea is to put an end to the exploitation of infantile dependence and for the beginning of equal dignity for child and adult.

For his conceptual framework Erikson draws upon Freud's theory of infantile sexuality and Anna Freud's *Ego and the Mechanisms of Defence*. Through graphic descriptions of the child's zones of sensual satisfaction and available modes of expression, the conflicts that beset the growing organism are described. Eventually the individual, however young, must choose between alternative paths of behavior or, as Erikson puts it, between polarities. The alternatives chosen, and the opportunity for personal resolution of conflict, will depend upon what kinds of group identification are open to

the individual. Elaborating upon this, the author presents data he gathered on the childhood and traditions of two American Indian tribes, which suggested to him certain hypotheses about the interdependence of psychobiological and social organization. By correlating psychosexual phases of development in the individual with contemporaneous social changes in the group, he attempts a clinical reconstruction of each tribal personality.

In the subsequent discussion of childhood anxiety, Erikson emphasizes the observation that child's play is a very serious occupation indeed. Further, he points out that play helps to establish the child's "ego identity"—an identity to be attained if the youth's body image, psychosexual development, and group role are to form a productive whole. He points out that frustration does not necessarily lead to aggressiveness or to withdrawal; moreover, that "children become neurotic not from frustrations but from the lack or loss of societal meaning in these frustrations"—a statement that should serve as a corrective to the notion of complete permissiveness with children. An interesting diagram shows the time relation between emotional growth and types of ego conflicts which it causes.

A large section explores the problem of the evolution of ego identity of the youth of three different nations, as influenced by historical change. Finally, an explanation of societal failure is offered: "The individual's unconscious determination never to meet his childhood anxiety face to face again"; in other words, early repression leads to avoidance of self-knowledge, and thus to personal and social immaturity.

The more thorough parts of the book are those dealing with the American Indians and those providing clinical material. One is left with striking evidence that what goes on in the analyst's consulting room refers to more than an individual and his private problems. The understandings gained in clinical practice have profound meaning for organized society; and the similarities between individuals, and between persons and groups, are nicely shown to be greater than they seem. Although one may question the validity of some of Erikson's interpretations of specific items of behavior, one is

impressed by his empathic grasp of the conflict behind the overt behavior.

*Childhood and Society* makes a major contribution, but this reviewer finds drawbacks in the book. Several times the author mentions his awareness of the danger of interpreting group phenomena as if they were individual histories, yet it seems that occasionally the temptation to do so has overcome his awareness. The cause for this may lie in his tendency to slip from objective to metaphoric description of facts, and into what seems to be an overinvolvement with analogies. Erikson has preferred to omit documentary evidence, with the explanation that he has "nothing to offer except a way of looking at things." But this is true for any scientist; it cannot be taken as a reason for being subjective or for omitting acknowledgment of priority for certain conceptualizations.

It is not clear to whom the book is addressed. For readers who are analytically trained, the theoretical chapters offer nothing new with respect to analytical concepts; for those without such training, these chapters are not likely to suffice. For all readers, there may be danger of oversimplification of facts and relationships involved in ego formation. For parents and teachers concerned with character development in different cultures, and for social scientists concerned with the development of cultural patterns, the book is rich in interesting and informative material.

While many workers in the fields from which Erikson takes his data talk about the influence of society upon childhood, and try to synthesize individual and social pathology, most do so at the expense of the individual, or by disregarding the biological roots of emotional development. It is Erikson's great merit that while he retains the richness and complexity and the biological nature of human behavior and motivation, he allows for the influence of culture and of values. In this sense his is a pioneer work.

SYLVIA BRODY

### Mental health congress

The Fourth International Congress on Mental Health will be held in Mexico City, December 11-19, 1951, under the joint sponsorship of the World Federation for Mental Health, Liga Mexicana de

Salud Mental, and the Regional Office for the Americas of the World Health Organization. Dr. Alfonso Millan, president-elect of the World Federation, is the Congress chairman of the Mexican Organization Committee.

The four major topics to be discussed at the plenary sessions are mental health and children, occupational mental health—rural and industrial, mental health problems of transplantation and migration, and community efforts in mental hygiene.

There will be a series of technical meetings with speakers and discussants from the various countries and professions represented at the Congress. In addition to these, there will be fifteen to twenty-five working groups, each composed of approximately fifteen professional people who will meet daily to exchange ideas and to make suggestions for future planning.

For further information write to Mrs. Grace E. O'Neill, Division of World Affairs, National Association for Mental Health, 1790 Broadway, New York 19, N. Y.

### Social tensions and disaster

"An Introduction to the Psychiatric Aspects of Civil Defense," formulated by the Committee on Cooperation with Governmental (Federal) Agencies of the Group for the Advancement of Psychiatry, points out: "The existence of strong social tensions with the attendant, persisting aggressive attitudes, overt or covert, may be considered as the mental 'illness' most likely to weaken the population significantly. Both those who are prejudiced and those who are the victims of prejudice can easily displace their unresolved resentments upon their leaders when threatened by overwhelming disaster. Such disastrous scapegoating may easily be stimulated by an enemy through the use of psychological warfare methods unless vital goals, held in common by dissident groups, have been well defined prior to the conflict.

"Anything which improves the overall mental health of the population and reduces social tensions and prejudice will increase the resistance to emotional break in time of disaster. An expanded mental hygiene program and increased efforts to understand and prevent emotional disorders should contribute indirectly but significantly to the prevention of untoward reactions. The particular needs of children and the aged during disasters require special planning. Experience in England during World War II suggested the importance of preserving the family unit in so far as possible in efforts to care for these two groups."

Single copies of this report are available upon request to any professional person. Address the Group for the Advancement of Psychiatry, 3617 West 6th Avenue, Topeka, Kans.



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# Choosing an encyclopedia for Junior

A good encyclopedia can mean much to the growing boy or girl. Here is a careful evaluation of several

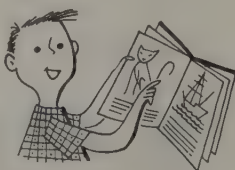
We have come a long way since the time when an encyclopedia was looked upon with awe and reverence as a resource only of the erudite adult. Today an encyclopedia seems to accompany the learning process, beginning at an early age. Increasingly, younger children are assigned problems in research at school which lead them to reference books. Even before that their insistent questions give their parents cause to go in search of the correct answers, and to wonder whether a home encyclopedia is a necessary educational tool, and, if so, which of the many encyclopedias is most suitable.

In order to answer the frequent inquiries from parents on this subject, the Children's Book Committee of the Child Study Association examined the available material in this field. Without attempting any exhaustive review of each set, members of the Committee sampled and compared the information in various encyclopedias for such categories as history, geography, biography, religion, art, music, science, literature, nutrition.

Preliminary exploration resulted in the elimination of the "senior" encyclopedias—*Americana*, *Britannica*, *Colliers*, *Columbia*, and others. It was felt that their language, the level of

scholarship, and the amount of material presented on each topic made these unusable for children younger than senior-high-school age without the assistance of an adult. Easy access to a set that is easy to use may encourage young people in the habit of seeking and verifying information. Since a valuable part of doing research is developing the technique of finding information for oneself, the committee examined only the self-designated "junior" encyclopedias—*Britannica Junior*, *Compton's Pictured Encyclopedia*, and *The World Book* (all three sets priced slightly above \$100).

The age range of each of these seemed an important matter to determine. *Britannica Junior* is designated by its publisher as intended for the elementary-school child. The set does meet the needs of this age group, but it is less likely to be helpful to the older child, roughly from eleven to fifteen, who benefits most from the use of an encyclopedia but is still not ready to use an adult encyclopedia with profit. *Compton's* can be used by a child from about the fourth grade through the early high-school years. *The World Book* can be used also from about the fourth grade (though the beauty of its



many color plates may attract an even younger child) and continue useful to the end of the high-school course.

### **Facts and how they're presented**

In evaluating an encyclopedia, important considerations are the standard of the informational content, the comprehensiveness or range of topics, the accuracy and scope of the articles, the relative amount of material devoted to each subject, and the presence or absence of any bias in the discussion of any topic. In the areas of knowledge examined, the Committee found extensive and excellent coverage in *The World Book* (nineteen volumes), the largest set in number of words and pages. *Compton's* (fifteen volumes) was also found to offer very satisfactory coverage. In quality of material, accuracy, and preclusion of bias both seemed to be of high caliber. In *Britannica Junior* (fifteen volumes), shortest of these three sets, the information was good but entirely nontechnical, again sufficient for grade-school research but inadequate for high-school needs. Although this set is offered as prepared under the supervision of the editors of *The Encyclopedia Britannica*, it is not a simplified version of the adult encyclopedia but an entirely different set to be evaluated on its own merits.

As to the style of writing and presentation, suitability of vocabulary, clarity and precision, it seemed to the Committee that both *Compton's* and *The World Book* presented material in an interesting, lively style. The tone of *Compton's* is often narrative, and this is especially appealing to the young reader. The style of *The World Book* is succinct and provocative. While never talking down to its readers, it avoids difficult or highly technical words; although the material can be understood by younger boys and girls, it is mature enough to interest high-school students. Many articles are followed by an outline useful for study. *Britannica Junior*, younger in its appeal, places emphasis upon the narrative approach.

It goes without saying that this Committee was not prepared to check on the accuracy and authenticity of every article. However, it is reassuring to find the names of many eminent scholars on the staffs of all three encyclopedias.

*The World Book* offers an excellent feature, employed by most of the adult sets, in having signed articles; where there may be wide differences in point of view, articles often carry several signatures.

### **Organization is important**

Another important factor is the degree of facility for locating specific information. What plan or method of organization is used? Are subject headings numerous and apt? Are there sufficient cross references for locating additional material? What bibliographical material, indexes, guides are provided?

In *The World Book*, the very large number of subject headings and extensive cross references help the student to find information readily and seem to obviate the need for an index. Instead there is a remarkable final volume where all subject matter is classified and outlined under broad subject headings together with page references. Both *Compton's* and *Britannica Junior* have indexes. *Compton's* provides at the end of each volume a useful "Easy Reference Fact Index" with brief summaries of subject matter of secondary importance not included among the main articles and page references. All three encyclopedias give cross references and bibliographies.

### **Appearance makes a difference**

Children are especially susceptible to the physical appearance of a book, so the attractiveness of a set becomes an important consideration. The readability, sturdiness, quality of binding and paper, and size of type are all factors in this. The Committee considered the eye appeal of the outside as well as the inside of the volumes of all sets; the pictorial matter, quality and number of pictures, maps, graphs, charts, diagrams; and the use of color.

All three sets are attractively bound, have paper of good quality, and use type faces easy on the eyes. Illustrations are of high caliber and in good number. *Britannica Junior* again appeals to the youngest readers with its use of heavier paper and larger type. *The World Book* uses an attractive modern format; the pictures are especially abundant, and there is

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## A child's needs

*Continued from page 5*

tion to generation tends to maintain itself unbroken. But patterns *can* be broken. New insight into one's self and new awareness of children as individual beings, each working through the universal "crises" of the life drama in his own special way, can bring sounder attitudes and healthier relationships out of which the next generation can gain a better start.

### *The meaning of consistency*

Love, then, is basic to all this. But is it the complete answer? Children need other things from their parents as well. Consistency, direction and control, the right to gradual independence—all of these are essential. But they, too, must be defined; as abstractions they mean different things to different people.

*Consistency* need not mean that parents always have to behave in exactly the same way, day after day. If they did, they would be overlooking the fact that children change rapidly as they grow in ability and understanding. As parents, we too, we hope, grow and mature with our children; as we gain insight we may and should meet situations in new and varied ways.

The consistency so necessary for children's stability is primarily a consistency of interest and feeling. A child needs to know that he can count on his parents when he needs them, whether he is one day old, or six months, or six, or sixteen. Nothing is more confusing to a small child than a parent who, completely oblivious to something the child may be doing at one time, allows him to go blithely ahead without comment, yet who, half an hour later, perhaps when other people are around or after the parent emerges from his own preoccupations, angrily pounces on the child for doing the very same thing. Children are sensitive to these inconsistencies of behavior in adults, and to the shifts of feeling that accompany them. Often they become utterly confused, even devastated, when they don't know where they stand. In their bewilderment, as if begging to be directed and reassured, they may cling childishly to the parent who has confused them.

A child develops more evenly and peacefully

when his parents offer a more or less steady background of attention and support, and when they are clear in their own minds as to what they want for him and what they may expect of him. In an atmosphere like this, parents can change their minds in specific situations without harm to the child and without losing face themselves. But they must think through, and know what they are doing—and at times, if the children are old enough to understand, quietly give their reasons for the change.

Consistency, then, is not a goal in itself to be followed blindly for its own sake. A steady, consistent attitude of friendly support gives a child a positive experience on which he can build. In a consistent atmosphere of hostility or rejection, no child can survive without serious damage. Children who have grown up under such conditions are particularly vulnerable in time of war when they see, on a vastly magnified scale, uncontrolled attitudes with which they are already all too familiar and which they cannot bear to face.

### *The need for control*

It has also been said many times that children need *control*, not merely to keep them in line to suit the convenience of adults but for their own sakes. Just as a child is bewildered by inconsistency, he often flounders when he receives little or no direction or control.

It is on this point that parents themselves are most unsure. Many of them are afraid to cross their children in any way, for fear that by so doing they will not be giving them the "love" they require. Yet when control is necessary, it needn't be at variance with love. It isn't easy in the heat of the moment to remove a small child from investigating a bureau drawer full of his mother's most precious belongings in such a way that he can accept the fact that this is for his own good as well as hers. However, if his mother removes him in anger, he is apt to be frightened by the intensity of her feeling, perhaps even by the abruptness of her movements. If she takes him away and closes the drawer quietly and firmly, if she recognizes that it is normal for him to be interested in bureau drawers as all children are, while at the same time she realizes he has to learn that

there are some things he can't be allowed to do, the chances are he will accept the control and turn his attention to something else. It helps him, too, if she is resourceful about suggesting what this something else might be.

All through childhood, children need control in keeping with their age and understanding. At times they need protection from situations that are too much for them, situations that they cannot yet evaluate for themselves. Sometimes these involve physical risks, of exposure to illness or dangers they cannot handle. Sometimes they involve social situations—hurting other people, for instance, when the results would be more than they could tolerate. They also need protection from some of their own impulses and inner hostilities, which would be terrifying if they were allowed to carry them out. A child would be overwhelmed with guilt, for example, if he were allowed actually to hurt the baby, as he would like to do at times, or if he really injured a friend in a fight.

With all the dangers of repression about which we hear so much today, how can controls be set up so that the results are sound? Control need not mean repression. As we have already suggested, both the parent and the child can recognize that the child's *wish*, whatever it may be, is not abnormal or bad; it would be merely unsuitable or dangerous for him to be allowed to carry it out.

Even children's aggressive impulses—so disturbing to parents, many of whom have not come to terms with their own aggressiveness—can be handled in this way. "I know how you feel; I've even felt that way myself. But I can't let you hurt him (or the baby); you wouldn't like it if you did. I will help you not to." This is one way of recognizing the reality of the child's feelings and helping him control them. The words need not even be spoken. They can be conveyed through general attitude and tone of voice. This is quite different from saying or suggesting, "How can you want to do anything like that? Stop it right away! You are thoroughly bad, and I won't have anything more to do with you." Such an attitude may cause a child to repress his desires out of fear and shame and leave him to cope with his feelings alone.

Children who have been helped to control their primitive aggressive feelings in a constructive way are more likely to face large-scale aggression with less anxiety. On the other hand, those who have had to handle their own aggressiveness by repressing it may be far more disturbed when world events reactivate their unresolved feelings.

### *Independence is necessary*

Even loving care, consistent support, and kind but firm direction and control are not enough for a child's healthy growth unless he also has the right to progress toward gradual *independence*, the right to be himself. It takes leadership and encouragement on the part of parents to give him the opportunities he needs to develop his own special abilities at each stage of his development. Beginning when he is still in his infancy, he develops best when he is allowed all the activity he is ready for. He needs space to roll and crawl in, safe bright objects to hold and feel and examine, and gradually the chance to do things for himself as he is able to. When he stands erect and steps out to walk alone, his world widens; again he needs space, to run and climb, and simple objects to manipulate as his skills and perception develop. His relationships broaden, too, from his parents, who live each moment through with him at first, while he needs constant care, to other adults and other children. Gradually, too, he learns to be alone for periods at a time. He grows in his own way, while he is busy with the fascinating objects provided for him and through which he learns about the outside world.

The great art of parenthood lies in leading a child step by step toward new powers and new understanding without pushing him too fast or expecting more than he can do. Parents do this best when they enjoy each new step with him, sharing his own pleasure in his new accomplishments and encouraging him to develop in his own special way.

It is out of this kind of direction that a child slowly becomes a person in his own right, gradually learning to make his own decisions as his judgment develops, and as his self-confidence increases. But he still needs adults who help

him by setting up standards, by showing him the limits to which, in our society, he may go. If these standards are set too rigidly, without explanation and with little understanding of his own feelings about them, a child may rebel and find things out for himself the hard way. But if they are set without dominating, in a friendly way, as a help to him rather than as a punishment or as an unreasonable limitation, then he has a better chance of taking these standards over into himself. Then they become his own, part of his conscience, serving to guide him as a mature, independent person.

#### ***And in the community***

We want our children to become mature, independent, confident human beings so that they can function successfully for themselves in whatever world lies ahead. But we need mature, independent human beings, not only for their own sakes but in order that our civilization may survive. It is not enough to build bulwarks of personal strength to meet whatever comes. We—and our children—must do far more than that. Out of our own strengths and weaknesses, out of the richness and limitations of our own lives, we must be responsive to the needs of others, sympathetic to their unfulfilled aspirations and high hopes. We must have the will and the courage to step outside of ourselves to help bring this about.

There are things to be done that count. In our families, in our neighborhoods, there is the personal, friendly act that may break down defensive barriers between individuals; there is community responsibility, to be assumed with careful thought and conviction, for better living and working conditions, for more adequate services of all kinds for children and families, for improved intergroup relations. We must also play our role conscientiously as responsible citizens, making ourselves heard where we can on matters of local, national, and international significance. All these and more will make themselves felt in the long run.

In addition, they give children the reassurance that adults are doing everything possible to make a better world for everyone. It also may give them the courage and inspiration to do their share when their time comes.

## **Childhood fears**

*Continued from page 11*

whether much physical affection, cuddling, hugging, was desirable or detrimental. The impersonal, Spartan, hands-off attitude of the behaviorists and of many pediatricians during the 1930s was well described by Robert P. Knight in the last issue of *CHILD STUDY*. Today there is practically unanimous agreement among psychiatrists, psychoanalysts, child analysts, anthropologists, and progressive pediatricians that the warmth and comfort of close contact with his mother are an indispensable need of an infant. Such contact, extended into childhood in the form of warmth and affection, combined with an essential sense of honesty toward the child, helps him to develop and to maintain what Erik H. Erikson calls "basic trust."

This basic trust and the ensuing development of a healthy ego with sound and adequate self-esteem are vitally important to coping with the internal dangers. That which is positive in the emotional climate of the home, in the personal interrelationships in the family, is effective in diminishing the frequency and intensity of the internal dangers.

#### ***Some types of fears***

It is evident by now that this discussion is not a presentation of directions for the management of specific childhood fears, but rather an attempt to give a point of view and some provocative thoughts. Nevertheless, it may be of interest to mention some of the various types of fears that occur in different periods of childhood.

At birth and for a considerable time thereafter, an infant may respond with fairly intense startle reactions to a loss of support, or to a sudden change in position which makes him feel that he is falling. The very young, especially sensitive infant may even frighten himself if movement of his arms or legs should rock his body somewhat. Such a baby might later have marked fear of being bathed in the bathtub where he gets less feeling of secure physical support. If a strange person should attempt to bathe him in a tub before he has well overcome this fear, he could become really panicky.

In the first year or two, sudden fear or startle reactions can be brought about by loud noises or rapidly moving objects. Strange or unfamiliar persons or objects can commonly evoke fear in the child below the age of two. The child of two, three, or four is often frightened by the dark, by being left alone, by painful experiences and the people connected with them, and by animals. He learns about death and wants to know what it is about; he may have questions about dying himself, or intense fear that his mother will die and leave him.

You don't try to explain to a baby that he should stay away from dangerous activities. You don't rely upon a constant flow of warnings: "Don't go there." "Look out." "Be careful." "You might fall." You pick him up and put him in a safer place and give him something interesting to do. In later years you explain in advance if an unavoidable, frightening situation awaits the child, such as painful medical treatment, an operation, or a separation from his mother. If you have been consistently honest with the child from the beginning, he is better prepared to believe your explanations and accept reassurance. This is especially true if he knows through experience that you do make the necessary and thoughtful advance preparation, such as giving him opportunity to get acquainted with any new person who is to take care of him while you are away.

In this, as in everything else, what you need most to be able to do is to put yourself in the child's place. You would certainly not like to find yourself suddenly in the custody of a strange and powerful giant. You would be reassured by advance knowledge that this person who is to control your immediate destiny is at least one whom you can like and enjoy being with. Empathy, which is the capacity of thinking and feeling oneself into another person's position, is probably the best and most reliable instrument for deciding how to prevent excessive childhood fears and how to combat them once they have started.

Fears of injury to the body and/or fears of animals (which are also usually fears of bodily damage) are almost universal as brief, transient phenomena; they quite commonly persist in a mild form for considerable periods of time.

Although the fear often begins after a frightening incident, a child frequently develops a severe fear of dogs without ever having had a bad experience with them. I feel that a child who is especially sensitive to sensory experiences from birth, who has responded intensively to loud sounds or to sudden movements, is more likely to develop such a fear than one less sensitive.

Often the fears have nothing to do with reality. The danger is not real, but illusory. A hidden fear of a parent is displaced onto animals, or some of the child's own forbidden and frightening repressed hostile impulses are turned back against himself through such a symptom. The child's relative helplessness makes him all the more susceptible to fears of injury or mutilation. For the most part, he has been able to break things, but not to fix them. If the emotional climate of the home has been unfavorable, the child may regard the difference between the sexes, if not explained reassuringly, as the result of an accident or injury; this may precipitate intense fears—again fears not of a real danger but of illusory danger. If, at the same time, for any reason, an open threat of castration is made, it is obvious that any previous fears of injury are likely to be multiplied many times.

No one threat or single incident, however, is likely to be catastrophic. Its effect also depends on what has happened before and what happens after. A parent sadistic enough to make an open castration threat to a small child, is sure to exercise his destructiveness and sadism in many ways and on many occasions.

Thus, through a negative example, we are brought back to the concept that has immeasurable importance in a positive direction. It is not necessary to be concerned about each and every utterance or act, in and of itself. The underlying attitudes are more significant. They are the decisive factors that determine the emotional climate of the home.

#### ***A new fear—the atom bomb***

Today no discussion of childhood fears would be complete without some consideration of the new one that unfortunately seems destined to become of greater and greater importance—the fear of the atom bomb. Did I say

childhood fear? I should say universal fear. This is the newest channel into which the anxiety of the general population is likely to flow and ebb for an undetermined period of time in accordance with the state of international tensions.

Probably all rational and informed persons have some degree of anxiety about the possibility of atomic attack. Those who ordinarily have more than the average amount of anxiety have begun, and will continue, to direct their old anxieties toward the new danger. Anxious preoccupation about the atom bomb by adults is certain to be passed on to their children. Uncontrolled radios and television sets present new frightening prospects.

Governmental authorities and schools have already embarked on civil defense programs with testing of air raid sirens, and with air raid drills in schools. It is important for parents to cooperate with school authorities, to accept the drills in a matter-of-fact way, with reassurance for the children and with criticisms, where indicated, made to the authorities who could benefit by them. There is no question that we and our children are confronted with some possibility of danger. We may not like the idea of bombing drills or shelter practice, but still less would we want to be caught in a bombing raid without preparation. The greatest emotional security for our children lies in the amount of inner security which they have obtained from us and which they continue to get from us and from their teachers. Adults who are so afraid of this danger that they consciously or unconsciously radiate their fears onto the children should perhaps be frightened enough to work in a constructive fashion, joining the civil defense program and taking part in community activities to prepare to meet the danger. Those who feel that the danger is real and imminent should be the first to work toward fighting it with the energy that has been mobilized by their fear.

#### *In conclusion*

It is important to remember that children differ in sensitivities to different kinds of experiences. Their pace of growth and degree of activity vary.

A child grows steadily, continually acquires new strengths and capacities. As a result he wanders and explores more freely and widely in an ever-expanding world, and thereby meets new and strange situations and dangers. At the beginning his need is one of utter dependence; as he progresses through the first five or six years, this need decreases and a sense of independence increases. But always he has a great need for parental support and reassurance, particularly at the time of strange, painful, or frightening experiences.

His antidote for fear is twofold: First, in infancy, it is the physical presence of his mother, being held by her; later it is the secure knowledge that he will have his parents' support whenever he needs it. Second, it is the slow, gradual development of confidence in his ability to take care of himself, to cope with normal and ordinary situations and stresses and, beyond that, with variations of these—the new, strange situations—without being immediately overwhelmed by a feeling of helplessness out of proportion to the real situation. Anything in the child's experience which tends to increase his self-esteem on an honest and realistic basis will help to prevent the development of excessive fear. Anything that lessens his self-esteem will tend to make him insecure and susceptible.

#### **New chief of the Children's Bureau**

Described by President Truman as a "tough and persistent champion of America's children," Katharine F. Lenroot has resigned as chief of the Children's Bureau of the Federal Security Agency, as of August 31. Miss Lenroot served the bureau for thirty-six years, and was appointed chief of the bureau by President Roosevelt in 1934.

In her letter of resignation, Miss Lenroot pointed out the great advances that have been made in maternal and child health, welfare, and labor protection.

As her successor, President Truman nominated Dr. Martha M. Eliot. Dr. Eliot became a member of the Children's Bureau staff in 1924. She directed some of its important research in child health. In 1934 she was appointed assistant chief, and in 1941 associate chief. For the past two years Dr. Eliot has been an assistant director general of the United Nations World Health Organization. In 1947 she became the first woman to be elected president of the American Public Health Association.

## Parents' questions

*Continued from page 16*

*There seems to be a feeling among the high-school boys—even the fifteen-year-olds in my son's class—that getting an education doesn't matter; that the important thing is to perfect yourself in some skill that will "count" in getting you either deferment or preferment in the armed services. I can't help feeling that many youngsters are being pressed in these directions by their parents. Yet at this age, the group point of view is contagious and important.*

*How can I help my son believe in the value of education for a richer and fuller life—particularly education in those subjects known as "the humanities" to which he is naturally drawn and in which he excels?*

W.R.L.

This is something you cannot do alone—or for your own son only. You will need to work with other parents, and teachers, too, in a sort of united resistance to anxiety and panic. The young people do need to be helped to a point of view about the uncertainties that face them all. They need, perhaps, to redefine the meaning of education, and to realize that it must be both realistic and flexible to meet changing needs and conditions. War, or at least defense mobilization, may be one of these conditions. What may seem to be desirable preparation for one kind of world may have to be modified for another. Even though we may deplore the fact that our way of life in America is changing, we must expect that our patterns of education will have to be adapted to these changes as they have been in the past.

Nevertheless, long-range goals are still of supreme importance to each individual, as well as to the nation and to the world. We must keep these goals steadily before our young people. The world must look to its thinkers, its philosophers, and its creative artists no less than to its scientists, mechanics, and artisans to shape a better life. Philosophers and statesmen are as vital to the world's future as are generals and atomic scientists. The development of each individual to his fullest capacity, in whatever field of work or thought, is as necessary today as it ever was. Young people can be helped to understand this and to believe in themselves and their own potential contributions in thought and action.

You are right in saying that parents play a real part in coloring their young people's opinions. Inevitably they pass along their own anxieties, in an effort to foresee and safeguard their children's future. But the future is no longer foreseeable—if indeed it ever was. As parents, and as teachers, too, all we can do is help our young people live as richly and deeply as possible today. This includes offering them the kind of experiences in school, at home, and in the community that will make for their own fullest growth.

### New professional membership rate

Starting October 1, 1951, the fee for professional membership in the Child Study Association will be \$7.00. The increase of \$2.00 is made necessary by rising costs of printing, paper, mailing, and clerical work.

Professional membership is available only to those currently employed in allied fields.



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## Families

*Continued from page 8*

or eleven are less dependent on the company and approval of adults and are increasingly satisfied by the companionship of their own age mates. Some boys and girls are able to share part of the responsibility of running the home, such as marketing and cooking, and get satisfaction from doing so. In compensating for their absence from home so much of the day, working mothers need to set aside special times, in the evenings and on weekends, for sharing activities and excursions with their children.

### *When the family moves to a new community*

During a period when a nation's resources are being organized for defense, many men have to be transferred from nonessential to essential jobs. This often necessitates the removal of families to new districts. Moving to a strange neighborhood provides a severe test of the stability of a family. As has already been emphasized, if the childhood relationships of the parents have been easy and affectionate, the parents are likely to have formed satisfactory relationships within their own community. Such couples eventually make the same kind of ties in the new community.

Neurotic or maladjusted individuals, however, whose relationships are tinged with distrust and suspicion, carry the same attitudes to the new environment. Those who have long been established in one community are cautious in meeting newcomers. This caution is reinforced when the newcomers themselves are wary; then the old residents react with the same attitude, and so strengthen the newcomers' initial feelings of distrust. Thus there may well result a vicious circle of increasingly difficult relationships with the new neighbors.

There is another danger in moving to a new neighborhood. A securely settled family probably satisfied many of its emotional needs in community activities. The family may belong to a church, the father may be active in a social or political club, the mother in a woman's organization, the boys and girls in youth clubs. Such connections often furnish valuable introductions in the new neighborhood. But until

new ties are formed, the emotional drives hitherto satisfied outside the family seek expression within the home, and the resultant emotional overcharge may impose a great strain upon the personal relationships. It is as if an electric current were switched along a wire not strong enough to carry it, and resulted in a short circuit.

Many families have discovered that, undesirable as it is to pull up roots and move around, keeping the family together as long as possible until the father goes overseas is worth the inconvenience and the effort. As in so many decisions, this one depends on the individuals. One child may find the new neighborhoods and new faces challenging and exciting whereas another may be quite unable to face the constant readjusting. One may enjoy new places whereas another needs to put his roots down.

### *Planning for the future*

In planning for their children's future in times of stress, parents need to bear in mind one basic principle: An individual's capacity to stand up to danger depends upon the strength and quality of his personal relationships within his family or group. Children can face personal danger far better when united with their families than when isolated from them.

This can be illustrated by experiences in Great Britain during World War II. The unexpected result of the first evacuation of children in 1939 was a widespread increase in bed-wetting—a symptom of insecurity felt as a result of separation and not as a result of air raids that had not yet started. The most adverse psychological effects occurred in children under five who were evacuated without their mothers. Older children from secure and affectionate homes withstood separation better, provided a contact was maintained through letters, gifts, visits, and other means. Thus, while a family kept together in an area subject to attack risks physical injury, evacuating children not emotionally equal to separation from their parents runs the less obvious but no less serious risk of psychological injury.

Further, it was found that when children who had been physically injured were evacuated without their parents, they suffered, as it

were, a double injury. Separation at this time inflicted a psychological disturbance just when the need for the reassurance and love of the parents was greatest.

Before the declaration of war in 1939, it had been expected that air raids would create panic among a civilian population not subject to military discipline. This did not occur. In 1939, in response to the widespread fear of air raids, a million and a half people were moved to the country from the large towns and cities. When there had been no air raids during the following twelve months, all but five hundred thousand returned to their homes.

When air raids did occur in September 1940, there was no immediate or panic evacuation. A gradual evacuation was carried out continuously during the months when air raids were in progress; but at the end of eight months of nearly continuous aerial attack, no more people had been evacuated than at the outbreak of war when air raids were anticipated but did not occur. The actual reality had been found to be less terrifying than the feared fantasy. Further, during these air raids people continued to return to London and other cities; the external danger had strengthened both family and communal solidarity.

There are two conclusions that may bring reassurance. In the first place, the imagination of man has no bounds, and often what is feared in imagination proves to be less terrible in reality. Second, the best method of safeguarding community morale in the face of danger lies in the preservation of family ties.

## Twenty years of child guidance

The Bureau of Child Guidance of the Board of Education of the City of New York will hold an all-day Twentieth Anniversary Conference on October 27, 1951, at the Hotel Astor. The seven panel meetings that make up the morning session will deal with various aspects of "Child Guidance in a Changing World." The Child Study Association will be well represented among the participants by Dr. Grace McLean Abbate, psychiatric consultant to the Family Counseling Service; Alice V. Keliher, of the Advisory Board; Anna W. M. Wolf, of the staff. The morning session will be followed by a luncheon at which several speakers will further explore the subject.

## A counselor's notebook

*Continued from page 14*

"Aggressiveness in Children," Mrs. J. wondered whether Allen might have been too independent, too "good" as a small child. It is unusual for a five-year-old, let alone a three-year-old, not to protest overnight hospitalization; and most six-year-olds don't make such an easy adjustment to camp. Mrs. J. came to see that in many ways Allen had from babyhood shown too much maturity, and probably at considerable internal cost. This insight helped her to realize that his more recent dependence might indicate a delayed need for mothering. Thus she became able to understand how Allen's behavior had been affected by the stress of family tensions. Every sign of his immaturity had made his mother more anxious and angry.

Mrs. J. came to recognize that actually she enjoyed her role in her husband's business; it made her feel strong, adequate, resourceful, important to her husband as she had been to her father before her marriage. But her son's dependence on her was spoiling her pleasure; and the more he showed his need, the more irritated she became. Almost without being aware of it, her attitude changed. She began to see that her son was lonely and frightened. She gradually realized that he had positive qualities. She again came to take pride and pleasure in him. She began to enjoy his sense of humor, which had so annoyed her before; she found his mannerisms less irritating; she liked his looks better.

Hitherto Mrs. J. had been meticulous about her dress and her housekeeping. As she grew more relaxed, more accepting of herself (which was basic to her increased acceptance of Allen), she was able to spend more time with her son. As she became less of a perfectionist, she enjoyed her family more.

Meanwhile there was a marked improvement in Mr. J.'s relationship with his son. He often played ball with Allen in the early evening, or built things at the basement workbench with him. They planned family weekend jaunts, with Allen's interests in mind. Mr. J.'s changed attitude toward his son stemmed

primarily from the change in Mrs. J.'s attitude. Hitherto Mr. J. had felt guilty. He felt that he had let his family down by his business failure. Increasingly doubtful of his ability to pay off his debts, he felt that he had borrowed money under false pretenses. So long as his wife concurred in these feelings, Mr. J. felt inadequate as husband and father.

Allen had reacted to his parents' attitudes toward each other and toward him. He had assumed, as children so often do when there are tension and anger in the home, that he had done something wrong. This made him feel guilty, anxious, and therefore angry at these hitherto loving parents. He felt, too, that his father had done something wrong. At an age when normally a boy has a strong sense of identification with his father, Allen had been proud of Mr. J.

The counselor believed that Allen needed to feel included in the family affairs; he needed to admire his father again so he could have the strengthening experience of looking up to a strong masculine figure. As the relationship between father and son improved, the counselor asked how Mr. J. would feel about talking frankly with Allen. Mr. J. welcomed the suggestion. He told the boy about his business difficulties. He explained that he had made honest mistakes, as people do, but that the debts were being paid. He said that although the threat of failure had caused him and Mrs. J. to be worried and busy and therefore impatient, they had considered Allen too young to be told about it. Now that he was almost

eleven, though, they thought he would understand.

Allen seemed almost relieved at the explanation. Now he could understand why his parents had seemed so strained and remote. He no longer felt excluded. Sometimes, to be sure, he still seemed troubled, but he felt free to ask questions; and his parents gave him forthright and honest answers. He began to feel secure enough with his parents to show his anger now and then. But he was not angry nearly so often. Instead, he began to be gay and active.

It was obvious that, far from being damaged, Allen's pride in his father was reinforced. He even suggested that his parents cut his prized allowance. When his parents did this, explaining that they could easily afford the new allowance, Allen felt even more deeply that he had a share in the family situation.

#### **Allen today**

Allen no longer seeks substitute satisfaction in eating. As his relationship with his parents has improved, he has become much less interested in eating rich foods and has begun to lose weight.

He is no longer so frightened, either. Feeling guilty of some unknown sin, he had unconsciously been afraid of punishment. As so often happens today, the atom bomb and war planes were ready symbols of swift punishment. As his parents' tensions have diminished, Allen's fears have begun to disappear.

Allen has made friends with youngsters his own age. He plays with neighborhood boys who have accepted him whole-heartedly. He was having such fun that he didn't want to go to camp until he learned that some of his pals were going, too. Then, after his parents reassured him that they really could afford this expense, he became enthusiastic about going back to his old, loved camp. He understood why his parents couldn't afford to visit him more than once during the summer.

A family crisis may weld a family together; but in this case, for a while, it had the opposite effect. Undoubtedly both Allen and his parents still have difficult times ahead of them. Meanwhile, with increased understanding, they are well on the way to a happier relationship.

#### **Guideposts for parents**

In the current controversies in child rearing, what conclusions are sound? The Child Study Association will discuss this important question in a series of meetings for members and their friends, beginning October 17. Details are announced on the Association's Program of Activities, 1951-52, available September 15.

## Choosing an encyclopedia

*Continued from page 21*

lavish use of color. Especially noteworthy are the superb illustrations in the articles about birds, animals, dress, and painting. There are many excellent maps, and the use of charts, diagrams, graphs, and drawings is skillful.

All three sets make frequent revisions to bring their material up to date. In addition, *The World Book* publishes a yearly supplement, available to set owners at \$1.25, which reports important contemporary developments.

### Other sets

Many parents inquire about *The Book of Knowledge*, a set in about the same price range. The Committee found it to have many limitations as a research book. Information is dispersed at random through its volumes rather than organized topically. The arrangement is no doubt intended to stimulate browsing rather than study. In some areas the material appears to be incomplete, and historical information somewhat emasculated. The set will, however, appeal to children from about seven or eight to ten or twelve years of age as a collection of enjoyable stories, articles, poems, information, and puzzles.

*The Wonderland of Knowledge*, priced at about \$60, is directed toward fourth to sixth graders. No doubt because of its lower price, it does not offer the attractive illustrations to be found in more expensive sets.

The Committee did not find any single-volume encyclopedia on a junior level which it felt would serve children well.

### For family use

Although this survey was primarily concerned with junior encyclopedias in relation to the needs of children from about eight to sixteen, the Committee felt that such sets might serve as family encyclopedias as well. Many adults wish at times to find certain basic information in succinct form and briefly stated on a high-school level. Here a good junior encyclopedia is highly satisfactory for family use.

ANITA WILKES DORE

For the Children's Book Committee



### For "read aloud" time—

The new anthology compiled by the Children's Book Committee of the Child Study Association of America.

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*Illustrated by Barbara Cooney*

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## How to help children grow up

In the next issue of CHILD STUDY, outstanding authorities will discuss how parents can most effectively deal with the needs of their children at various ages and stages. Whatever the ages of your children, you won't want to miss it.



**When you start training—**  
**LITTLE TOIDEY**

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A guide to readers  
who wish to use this issue of the magazine  
as a basis for further study

## Suggestions for study

World tensions today affect every member of the family: children drill for bombing raids, parents worry about military service, the community organizes for civil defense, our young people lose faith in their futures, external pressures lead to internal fears. In the face of these threats to our national and personal peace, where can we look for security and reassurance for our children, and for ourselves?

From experiences in the last war, and from their wide knowledge and skills in their several fields of parent-child relationships, the answer to this urgent question comes strikingly alike from each author in this issue of *CHILD STUDY*: courage and security in meeting tension and fear lie within the family. Aline B. Auerbach stresses "the need to maintain basic elements of ordinary home life in times of stress," and adds that these basic elements remain the same in war or peace—love, acceptance, respect for each personality in the family, and a sound knowledge of children's development and needs.

Fears have a protective function as a warning against danger. They needn't be our foes unless they become excessive, writes Dr. Goldman. All children and adults have some fears, some anxieties. Basic trust in his parents, confidence in their steady love and support, help a child to face fear realistically and to deal with it constructively, whether it be fear of an atom bomb or of the dark which his imagination peoples so threateningly.

Dr. Bowlby and Mr. Tod discuss the effects of family disruptions on children—absence of the mother or father in war work or military service, moving to new neighborhoods with attendant loss of community ties. Children can meet tension and change, they tell us, when family relationships are warm and loving, and when the dependency needs of children are fully met.

Allen's story from the counselor's notebook is further documentation of the evidence that family stability and affection are the foundation of a child's

growth and strength at all times. As sensitively as a barometer, Allen responded to the emotional climate of his home. His strain and difficulty dated from the time he felt a loss of parental love and encouragement; and he responded happily when, with the help of the counselor, the emotional climate of his home began to return to normal.

The heartening facts are given us again and again: internal peace is not based on external circumstance. In spite of changing times and threatening events, families can gain in strength and stability when parents and children live in an atmosphere of affection, and work toward a better understanding of each other.

Following are some points for consideration.

### *As a parent*

Mrs. Auerbach's article offers criteria for evaluating that elusive quality of "security" so stressed in parent-child relations today. What do you think of her description of "consistency, direction and control" as necessary to security? Do you use her concept of gradual independence for each child as he grows? Does the author's explanation of necessary controls help you feel clearer about your role in discipline? How might the philosophy behind this article give you further strength and conviction in helping your family face today's world?

### *As a member of the community*

Parents, teachers, and others who have children's interests at heart are the logical spearheads in any concerted action to help our children. How does this issue of *CHILD STUDY* help you see the need for your participation in your community life? What is being done, for instance, to help your young people hold to long-term ideals and goals in the face of pressures to leave school, as the mother of the fifteen-year-old asks in "Parents' Questions"? What part are you taking in your Civil Defense program?

in local government efforts for better schools and recreation places for youngsters?

#### *As a professional worker.*

In emergencies and times of stress, people turn more readily to outside sources of help for the family. How might you contribute your skills to help strengthen family life in these demanding times? There is great need for skilled leadership in youth groups, in school and church programs, in parent clubs, and in other organizations. There are places in community projects or on committees where your experience and skill might give direction and purpose to lay groups or to semi-professional groups which are working to meet community needs today.

#### *Suggested reading*

*Childhood and Society.* By Erik H. Erikson. New York: W. W. Norton, 1950.

*Infants Without Families.* By Anna Freud and Dorothy T. Burlingham. New York: International Universities Press, 1944.

*Mirror for Man: The Relation of Anthropology to Modern Life.* By Clyde Kluckhohn. New York: Whittlesey House, 1949.

*Our Children Face War.* By Anna W. M. Wolf. Boston: Houghton Mifflin, 1942.

*"Parents and Children in a Time of World Crisis."* By Robert P. Knight, M.D. CHILD STUDY, Summer, 1951.

*"What Makes a Good Home?"* By Anna W. M. Wolf. New York: Child Study Association, Rev. Ed., 1951.

#### **White House Conference follow-up**

The National Midcentury Committee for Children and Youth has been organized to carry out the objectives of the Midcentury White House Conference on Children and Youth. The chairman is Leonard W. Mayo, director of the Society for the Aid of Crippled Children, former president of the Child Welfare League of America, and chairman of the Executive Committee of the Midcentury White House Conference.

The Committee will base its program upon the purpose of the Conference: "to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development."

The Committee believes that citizens must continue to give top priority to maintaining and developing the services essential to the well-being of all the nation's children and young people. Special attention will be given to several problems made more urgent by the present emergency. First among these is to conserve and strengthen family life amid

the stresses of a defense economy. Another major concern of the Committee will be to explore ways in which young people can best contribute to society and thus face their future with confidence.

The two White House Conference advisory councils on State and Local Action and on Participation of National Organizations have voted to continue functioning in cooperation with the Committee.

#### **From our readers**

... Your articles have always been helpful. But your attitude on air raid drills ["What to Do About Air Raid Drills," in the Spring issue] is shocking. To compare them with fire drills is ridiculous. Children know what fires are and accept the marching out of school . . . as routine. Atom bombs are something dark and fearful to them; having them crouch under desks at a signal only tends to highlight these fears.

Why are air raid drills necessary? . . . It is ridiculous to think that a wooden desk is going to be protection from an atom bomb. . . . Why must we accept the fact that war and atom bombs are inevitable? Why not peace as an alternative?

Mother, New York

*It is understandable that there is a good deal of difference of opinion on the whole question of air raid protection. The letter to which our correspondent refers was presented as an example of how one community, in a state requiring air raid drills in schools, handled the situation. In many places, such precautions are deemed necessary. They require most careful consideration for the emotional as well as the physical well-being of children. The editors hope that this issue of the magazine will help parents to deal with the situation so far as their own children are concerned.*

I am enthusiastic over the changes made in CHILD STUDY. I especially enjoyed the Spring issue. . . . I am a Nisei mother and found the article on prejudice very enlightening. In fact, challenging!

Mother, Colorado

I was amazed to find that some of your readers do not think that your new format is a *great* improvement. It seems to me a much better size and much more attractive in every way.

Grandmother, New York

I want to congratulate you on a perfectly beautiful job of typography, layout, and overall readability. You have discovered the secret of presenting serious material in an attractive form.

Psychologist, New York

# Highlights from the Annual Report

The Child Study Association of America has  
maintained its many valuable  
services in parent education and planned new ones

During the period of this report—October 1, 1949–September 30, 1950—the Child Study Association of America not only continued to offer the numerous services to which, through the years, so many parents and others concerned with the welfare of children have turned for help; it also made plans for expansion.

## New projects

The groundwork was laid for an important new and experimental project—a program for training professional personnel in the process of parent education leadership—to be launched during the year 1950–51. The Leadership Training Program will include theory, observation, and supervised field work.

Another new project, designed to revitalize the Publications Service, was also undertaken. Through the generosity of the Grant Foundation, a person skilled in promotion techniques was appointed and a large-scale reorganization of the Publications Service begun. Following a re-evaluation of the Association's many publications, some were discarded, others revised, timely new material was added, many were re-designed to make them more attractive and to increase distribution.

## Continuing services

The Family Counseling Service gave help and guidance to parents through interviews with psychiatrically trained counselors.

Under the leadership of staff members, study courses and discussion groups for parents of preschool and school-age children were held at headquarters. In addition, three new series of evening lecture-discussions were well attended; one was on the problems of adolescence, one on the effects of divorce on children, and the third was a series directed to grandparents.

The Annual Conference of the Child Study Association maintained the high standard of content and attendance which have for so many years characterized these meetings. From all parts of the country, parents, educators, social workers, doctors, and others who work with children came to the meetings at the Hotel Statler in New York City. Approximately four thousand people attended the first day's provocative sessions on "Children in Our High-Pressure World." The all-day conference for professional workers, held the following day, was attended by three hundred people representing about fifty organizations working in the field of parent education or in allied programs.

The Children's Book Committee reviewed some six hundred children's books published during the year, held advisory conferences with publishers, and maintained its permanent exhibit of children's books at headquarters. The annual exhibit of the year's best books for children, always well attended, was held at headquarters during December. The Committee also prepared several valuable new book lists, both for the Association and for outside agencies. An anthology entitled *Children's Stories*, compiled by the Committee and published by the Whitman Publishing Company, was enthusiastically received by the public. Work was begun on a new book for preschool children to be called *Read Me More Stories*, and plans were made for a collection of holiday stories.

The Bibliography Committee reviewed new books on child development and parent education, and from them prepared the Association's annual list of books recommended for parents, teachers, and professional workers in social work, child guidance, and family relations.

The Publications Service continued to distribute Child Study publications in large quan-

tities to organizations as well as single copies to individuals. More than 250,000 copies were sold. Plans were made for several important new pamphlets.

CHILD STUDY, the Association's quarterly magazine, was redesigned. A new circulation-promotion program was inaugurated, with gratifying results.

The School and Camp Information Service advised many parents on the selection of private schools and camps to meet the individual needs of their children.

The Speakers' Bureau arranged to fulfill many of the constant requests for speakers to address parents' groups.

In addition to their heavy routine duties, staff members participated in the activities of a number of outside agencies. They spoke before parents' groups, wrote articles for various magazines, appeared on radio and television programs, and previewed and evaluated new educational films. The Association assisted agencies throughout the country which sought advice on the inauguration or improvement of their educational programs. It took part in the preparatory meetings of the Midcentury White House Conference on Children and Youth; staff members served on committees and participated in work groups at the Conference held in Washington in December.

#### *The future*

The Child Study Association, which is a non-profit and as yet unendowed organization, has suffered from the unusually heavy demands for financial contributions from civic-minded citizens and foundations. To help meet the urgent and continual need for income, a professional fund-raiser was engaged in the latter half of 1950.

The results have been encouraging. There is, however, deep need for increased income not only to maintain the high standards of the Association's established services but to expand the Association's program to enhance its contribution to the increasingly important field of parent education. MILDRED B. BECK, DIRECTOR

*Copies of the complete Annual Report of the Child Study Association of America are available on request from the Association.*

## **New faces at Child Study**

At the annual meeting of the Child Study Association on May 22, Mrs. Howard L. Blum, Joseph D. Isaacson, and Mrs. Hanus J. Weinmann were elected to the Board of Directors.

#### *New director*

It is with deep regret that the Association announces the resignation of Mildred B. Beck. Following a maternity leave of absence, Mrs. Beck found that she couldn't return to the necessarily arduous duties of the director of the Association which she carried out with such distinction. During her absence, Assistant Director Marion F. Langer has served as acting director.

On September 4, Gunnar Dybwad will become the director of the Association. Dr. Dybwad did his doctoral work abroad, and is a graduate of the New York School of Social Work. For the last eight years he has been supervisor of the Children's Division, Michigan State Department of Social Welfare; and a member of the faculty of the University of Michigan, where he taught courses in mental health.

Among other special assignments, in 1948 Dr. Dybwad was consultant on child welfare to the Boston Finance Committee. In 1949 he was consultant on child welfare to the Secretary of the Army, and last year he served the Department of State in the same capacity; in connection with these assignments he visited Germany to survey the child welfare field, to take part in an institute for German youth workers, and to advise various bureaus concerned with the welfare of children and youth.

The new director of the Child Study Association is a member of the American Association of Social Workers, the American Orthopsychiatric Association, the Board of Directors of the Michigan Society of Mental Hygiene, and other organizations. He is chairman of the Committee on Church and Social Welfare, Michigan Council of Churches.

Mrs. Dybwad is a former social worker. Dr. Dybwad reports that their twelve-year-old son and ten-year-old daughter have provided "unending material for child study."

#### *Counseling supervisor*

Bernard S. Brown has recently been appointed supervisor of Family Counseling and Group Work, and will assume his duties September 15. Mr. Brown has had varied experience in social agency practice.

He comes to the Association from the Mental Hygiene Clinic of Union County, New Jersey, where he was director of psychiatric social work. Previously he was chief of social service for the Domiciliary Survey, U.S. Veterans Administration, Bath, New York. He has also had experience in the fields of child placement and child guidance as well as in public relations.

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